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| **Name of Lesson:** On Eagle River | | **Materials:** Book, Worksheets, Big piece of notebook paper. |
| **Standard(s):** ELA4R1 The student demonstrates comprehension and shows evidence of a  warranted and responsible explanation of a variety of literary and informational  texts.  **Element(s):**  b. Identifies and analyzes the elements of plot, character, and setting in stories  read, written, viewed, or performed | | |
| **Identify Desired Results** | | |
| **Enduring Understanding(s):** | **Essential Question(s):** | |
| The students will understand that every book has characters with different characteristics, and be able to correctly re-tell the story’s plot. | What is a story? | |
| **What will students understand as a result of this plan?** | **What questions will focus this plan?** | |
| How to put a story in order, and be able to identify the characters in the plot and what makes them similar and different. | What is a character?  What is a plot?  Do all stories have these? | |
| **Determine Acceptable Evidence (Assessment)** | | |
| **What evidence will show that students understand . . .** | | |
| **Performance Task(s):**  **Students will fill in a chart identifying the characters and their different characteristics. Then the student will draw and write what they think happened in the story in chronological order.** | | |
| **Other Evidence: (quizzes, observation, work samples, etc.)**   * **The grade of the worksheets, as well as an eventual quiz/ retelling of the story in the form of a project.** * **Eventually students will write their own book and identify the plot and the characters.** | | |
| Plan Learning Experience and Instruction | | |
| **Given the targeted understandings, other lesson/unit goals, and the assessment evidence identified, what knowledge and skills are needed?** | | |
| **Students will need to know . . .** | **Students will need to be able to . . .** | |
| The basic meaning of plot when in reference to a story.  Identify what a characters are in a story. | Write and illustrate a plot.  Differentiate between characters in a story; meaning how they are alike and different, what their role in the story was. | |

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| **What teachings and learning experiences will equip students to demonstrate the targeted understandings?** | |
| **Hook:** Bring ziplock bag in with the different characters in the book cut out, let the kids state what they think the characters are like. Then let them know that there will be a story and they will find out what the characters actually do. They could also draw a picture or write words about the character. | **Prior Knowledge:** Students should understand that a story has a plot and characters. |
| **Rationale for type instruction(D), (CL), (PB)**   * **Direct instruction model used to teach new content because the instructor has to read a book to the students in order for them to be able to correctly do the worksheets.** | **Direct Instruction:**  Review what a character and plot is. Read the story and go over hard vocabulary.  **Connecting Prior Knowledge:** Students discuss other characters in previous books we have read. How they can have some of the same characteristics or be completely different. They will discuss previous books plots.  **Vocabulary Activity:** As you are reading pause and go over difficult words. Ask the students if they know what it means in their own words first.  **Read book:** Eagle River  **During Reading:** Question students to get them to think about the topic. Ask questions like, ‘How is this character we just met different from the last?’  **After Reading:** Assessment of student thinking. (See focus plan questions)  **After Reading Teacher modeling:** Write and draw a picture of the first major scene in the book. Show how that is part of the plot.  **Example: Word: They go down the river in a boat. Draw the picture.**  **Next,** students complete the worksheets.  **Cooperative Learning:X**  **Problem Based Learning:X** |
| **Differentiation: (needs, interests, abilities of learners) For students struggling with worksheets: Write helpful words that suggests the plot in each block. Re-read a couple sections that have the main character.**  **Students needing a challenge**: Ask them to connect the characters in Eagle River with characters from another book they have read. Have them write a new story, with every character having the same characteristics as in Eagle River. | **Conclude: Provide Opportunity to Rethink/Revise**  Selected students will share illustration and/or character sheets. |

Adapted/formatted from *Understanding by Design* by Grant Wiggins and Jay McTighe